

HIV SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																																																																	
1. The percentage of schools that address all of the following in a required course taught during grades 6, 7, or 8: <ul style="list-style-type: none">▪ The differences between HIV and AIDS.▪ How HIV and other STD are transmitted.▪ How HIV and other STD are diagnosed and treated.▪ Health consequences of HIV, other STD, and pregnancy.▪ The benefits of being sexually abstinent.▪ How to prevent HIV, other STD, and pregnancy.▪ How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.▪ The influences of media, family, and social and cultural norms on sexual behavior.▪ Communication and <u>negotiation</u> skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.▪ Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.▪ Compassion for persons living with HIV or AIDS.	<p>If all Teacher Q9 (grades 6, 7, or 8 column) a-d and g-m=yes, then HIV SLIM 1=yes.</p> <p>T9. During this school year, did teachers in your school teach each of the following <u>HIV, STD, or pregnancy prevention topics</u> in a <u>required course</u> for students in each of the <u>grade spans below</u>? (Mark yes or no for each topic for each grade span; or mark NA for each topic if your school does not contain grades in that grade span.)</p> <table><tr><th colspan="2">Topic</th><th colspan="3">Grades 6, 7, or 8</th></tr><tr><th></th><th></th><th>Yes</th><th>No</th><th>NA</th></tr><tr><td>a.</td><td>The differences between HIV and AIDS</td><td>0</td><td>0</td><td>0</td></tr><tr><td>b.</td><td>How HIV and other STDs are transmitted</td><td>0</td><td>0</td><td>0</td></tr><tr><td>c.</td><td>How HIV and other STDs are diagnosed and treated</td><td>0</td><td>0</td><td>0</td></tr><tr><td>d.</td><td>Health consequences of HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>g.</td><td>The benefits of being sexually abstinent</td><td>0</td><td>0</td><td>0</td></tr><tr><td>h.</td><td>How to prevent HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>i.</td><td>How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>j.</td><td>The influences of media, family, and social and cultural norms on sexual behavior</td><td>0</td><td>0</td><td>0</td></tr><tr><td>k.</td><td>Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>l.</td><td>Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>m.</td><td>Compassion for persons living with HIV or AIDS</td><td>0</td><td>0</td><td>0</td></tr></table>	Topic		Grades 6, 7, or 8					Yes	No	NA	a.	The differences between HIV and AIDS	0	0	0	b.	How HIV and other STDs are transmitted	0	0	0	c.	How HIV and other STDs are diagnosed and treated	0	0	0	d.	Health consequences of HIV, other STDs, and pregnancy	0	0	0	g.	The benefits of being sexually abstinent	0	0	0	h.	How to prevent HIV, other STDs, and pregnancy	0	0	0	i.	How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy	0	0	0	j.	The influences of media, family, and social and cultural norms on sexual behavior	0	0	0	k.	Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	0	0	0	l.	Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	0	0	0	m.	Compassion for persons living with HIV or AIDS	0	0	0
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<p>2. The percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:</p> <ul style="list-style-type: none">▪ The relationship among HIV, other STD, and pregnancy.▪ The relationship between alcohol and other drug use and risk for HIV, other STD, and pregnancy.▪ The benefits of being sexually abstinent.▪ How to prevent HIV, other STD, and pregnancy.▪ How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.▪ The influences of media, family, and social and cultural norms on sexual behavior.▪ Communication and <u>negotiation</u> skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.▪ Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	<p>If all Teacher Q9 (grades 9, 10, 11, or 12 column) e-l=yes, then HIV SLIM 2=yes.</p> <p>T9. During this school year, did teachers in your school teach each of the following <u>HIV, STD, or pregnancy prevention topics</u> in a required course for students in each of the grade spans below? (Mark yes or no for each topic for each grade span; or mark NA for each topic if your school does not contain grades in that grade span.)</p> <table><tr><th colspan="2"></th><th colspan="3">Grades 9, 10, 11, or 12</th></tr><tr><th colspan="2">Topic</th><th>Yes</th><th>No</th><th>NA</th></tr><tr><td>e.</td><td>The relationship among HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>f.</td><td>The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>g.</td><td>The benefits of being sexually abstinent</td><td>0</td><td>0</td><td>0</td></tr><tr><td>h.</td><td>How to prevent HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>i.</td><td>How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>j.</td><td>The influences of media, family, and social and cultural norms on sexual behavior</td><td>0</td><td>0</td><td>0</td></tr><tr><td>k.</td><td>Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr><tr><td>l.</td><td>Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy</td><td>0</td><td>0</td><td>0</td></tr></table>			Grades 9, 10, 11, or 12			Topic		Yes	No	NA	e.	The relationship among HIV, other STDs, and pregnancy	0	0	0	f.	The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy	0	0	0	g.	The benefits of being sexually abstinent	0	0	0	h.	How to prevent HIV, other STDs, and pregnancy	0	0	0	i.	How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy	0	0	0	j.	The influences of media, family, and social and cultural norms on sexual behavior	0	0	0	k.	Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	0	0	0	l.	Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	0	0	0
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<p>3 (2008 version). The percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:</p> <ul style="list-style-type: none">▪ Efficacy of condoms, that is, how well condoms work and do not work.▪ The importance of using condoms consistently and correctly.▪ How to obtain condoms.	<p>If all Teacher Q9 (grades 9, 10, 11, or 12 column) n-q=yes, then HIV SLIM 3=yes.</p> <p>T9. During this school year, did teachers in your school teach each of the following <u>HIV, STD, or pregnancy prevention topics</u> in a required course for students in each of the grade spans below? (Mark yes or no for each topic for each grade span; or mark NA for each topic if your school does not contain grades in that grade span.)</p> <table><tr><th colspan="2"></th><th colspan="3">Grades 9, 10, 11, or 12</th></tr><tr><th colspan="2">Topic</th><th>Yes</th><th>No</th><th>NA</th></tr><tr><td>n.</td><td>Efficacy of condoms, that is, how well condoms work and do not work</td><td>0</td><td>0</td><td>0</td></tr><tr><td>o.</td><td>The importance of using condoms consistently and correctly</td><td>0</td><td>0</td><td>0</td></tr><tr><td>p.</td><td>How to obtain condoms</td><td>0</td><td>0</td><td>0</td></tr></table>			Grades 9, 10, 11, or 12			Topic		Yes	No	NA	n.	Efficacy of condoms, that is, how well condoms work and do not work	0	0	0	o.	The importance of using condoms consistently and correctly	0	0	0	p.	How to obtain condoms	0	0	0																									
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4. The percentage of schools that deliver HIV, STD, and pregnancy prevention <u>programs</u> (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth) by doing all of the following: <ul style="list-style-type: none">Providing curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities.Providing curricula or supplementary materials in the primary languages of the youth and families.Facilitating access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community.Facilitating access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community.Requiring <u>professional development</u> for school staff on HIV, STD, and pregnancy prevention issues and resources for these youth.	<p>If all Teacher Q12a-d=yes AND Principal Q7a=yes, then HIV SLIM 4=yes.</p> <p>T12. During this school year, did your school provide any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth), including after-school or supplemental programs, that did each of the following? (Mark yes or no for each activity.)</p> <table><tr><th>Activity</th><th>Yes</th><th>No</th></tr><tr><td>a. Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities</td><td>0</td><td>0</td></tr><tr><td>b. Provided curricula or supplementary materials in the primary languages of the youth and families</td><td>0</td><td>0</td></tr><tr><td>c. Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community</td><td>0</td><td>0</td></tr><tr><td>d. Facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community</td><td>0</td><td>0</td></tr></table> <p>P7. Are any school staff required to receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on HIV, STD, or pregnancy prevention issues and resources for the following groups? (Mark yes or no for each group.)</p> <table><tr><th>Group</th><th>Yes</th><th>No</th></tr><tr><td>a. Ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth)</td><td>0</td><td>0</td></tr></table>	Activity	Yes	No	a. Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities	0	0	b. Provided curricula or supplementary materials in the primary languages of the youth and families	0	0	c. Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community	0	0	d. Facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community	0	0	Group	Yes	No	a. Ethnic/racial minority youth at high risk (e.g. black, Hispanic, or American Indian youth)	0	0		
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5. The percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, and teen pregnancy prevention.	<p>If Teacher Q15a=yes, then HIV SLIM 5=yes.</p> <p>T15. During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>a. HIV prevention, STD prevention, or teen pregnancy prevention</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	a. HIV prevention, STD prevention, or teen pregnancy prevention	0	0						
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6 (2008 version). The percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, or teen pregnancy prevention <u>policies</u> and <u>programs</u> .	<p>If Principal Q48a=yes OR Q49a=yes, then HIV SLIM 6 (2008 version)=yes.</p> <p>P48. During the past two years, have students' families helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>a. HIV, STD, or teen pregnancy prevention</td><td>0</td><td>0</td></tr></table> <p>P49. During the past two years, have community members helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>a. HIV, STD, or teen pregnancy prevention</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	a. HIV, STD, or teen pregnancy prevention	0	0	Topic	Yes	No	a. HIV, STD, or teen pregnancy prevention	0	0
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7. The percentage of schools in which the lead health education teacher received <u>professional development</u> during the past two years on all of the following: <ul style="list-style-type: none">▪ Describing how widespread HIV and other STD infections are and the consequences of these infections.▪ Understanding the modes of transmission and effective prevention strategies for HIV and other STDs.▪ Identifying populations of youth who are at high risk of being infected with HIV and other STDs.▪ Implementing health education strategies using prevention messages that are likely to be effective in reaching youth.	<p>If all Teacher Q17a-d=yes, then HIV SLIM 7=yes.</p> <p>T17. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>a. Describing how widespread HIV and other STD infections are and the consequences of these infections</td><td>0</td><td>0</td></tr><tr><td>b. Understanding the modes of transmission and effective prevention strategies for HIV and other STDs</td><td>0</td><td>0</td></tr><tr><td>c. Identifying populations of youth who are at high risk of being infected with HIV and other STDs</td><td>0</td><td>0</td></tr><tr><td>d. Implementing health education strategies using prevention messages that are likely to be effective in reaching youth</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	a. Describing how widespread HIV and other STD infections are and the consequences of these infections	0	0	b. Understanding the modes of transmission and effective prevention strategies for HIV and other STDs	0	0	c. Identifying populations of youth who are at high risk of being infected with HIV and other STDs	0	0	d. Implementing health education strategies using prevention messages that are likely to be effective in reaching youth	0	0
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<p>8. The percentage of schools in which the lead health education teacher received <u>professional development</u> on at least six (6) of the following during the past 2 years:</p> <ul style="list-style-type: none">▪ Teaching HIV prevention education to students with physical, medical, or cognitive disabilities.▪ Teaching HIV prevention education to students of various cultural backgrounds.▪ Using interactive teaching methods for HIV prevention education, such as role plays or cooperative group activities.▪ Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills.▪ Teaching about health-promoting social norms and beliefs related to HIV prevention.▪ Strategies for involving parents, families and others in student learning of HIV prevention education.▪ Assessing students' performance in HIV prevention education.▪ Implementing standards-based HIV prevention education curricula and student assessment.▪ Using technology to improve HIV prevention education instruction.▪ Teaching HIV prevention education to students with limited English proficiency.▪ Addressing community concerns and challenges related to HIV prevention education.	<p>If at least 6 of Teacher Q17e-o=yes, then HIV SLIM 8=yes.</p> <p>T17. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>e. Teaching HIV prevention education to students with physical, medical, or cognitive disabilities</td><td>0</td><td>0</td></tr><tr><td>f. Teaching HIV prevention education to students of various cultural backgrounds</td><td>0</td><td>0</td></tr><tr><td>g. Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)</td><td>0</td><td>0</td></tr><tr><td>h. Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills</td><td>0</td><td>0</td></tr><tr><td>i. Teaching about health-promoting social norms and beliefs related to HIV prevention</td><td>0</td><td>0</td></tr><tr><td>j. Strategies for involving parents, families, and others in student learning of HIV prevention education</td><td>0</td><td>0</td></tr><tr><td>k. Assessing students' performance in HIV prevention education</td><td>0</td><td>0</td></tr><tr><td>l. Implementing standards-based HIV prevention education curricula and student assessment</td><td>0</td><td>0</td></tr><tr><td>m. Using technology to improve HIV prevention education instruction</td><td>0</td><td>0</td></tr><tr><td>n. Teaching HIV prevention education to students with limited English proficiency</td><td>0</td><td>0</td></tr><tr><td>o. Addressing community concerns and challenges related to HIV prevention education</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	e. Teaching HIV prevention education to students with physical, medical, or cognitive disabilities	0	0	f. Teaching HIV prevention education to students of various cultural backgrounds	0	0	g. Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)	0	0	h. Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills	0	0	i. Teaching about health-promoting social norms and beliefs related to HIV prevention	0	0	j. Strategies for involving parents, families, and others in student learning of HIV prevention education	0	0	k. Assessing students' performance in HIV prevention education	0	0	l. Implementing standards-based HIV prevention education curricula and student assessment	0	0	m. Using technology to improve HIV prevention education instruction	0	0	n. Teaching HIV prevention education to students with limited English proficiency	0	0	o. Addressing community concerns and challenges related to HIV prevention education	0	0
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n. Teaching HIV prevention education to students with limited English proficiency	0	0																																			
o. Addressing community concerns and challenges related to HIV prevention education	0	0																																			
<p>9. The percentage of schools that follow a policy or policies that address all of the following issues:</p> <ul style="list-style-type: none">▪ Attendance of students with HIV infection.▪ Procedures to protect HIV-infected students and staff from discrimination.▪ Maintaining confidentiality of HIV-infected students and staff.	<p>If all Principal Q10a-c=yes, then HIV SLIM 9=yes.</p> <p>P10. Has your school adopted a policy that addresses each of the following issues on human immunodeficiency virus (HIV) or AIDS? (Mark yes or no for each issue.)</p> <table><tr><th>Issue</th><th>Yes</th><th>No</th></tr><tr><td>a. Attendance of students with HIV infection</td><td>0</td><td>0</td></tr><tr><td>b. Procedures to protect HIV-infected students and staff from discrimination</td><td>0</td><td>0</td></tr><tr><td>c. Maintaining confidentiality of HIV-infected students and staff</td><td>0</td><td>0</td></tr></table>	Issue	Yes	No	a. Attendance of students with HIV infection	0	0	b. Procedures to protect HIV-infected students and staff from discrimination	0	0	c. Maintaining confidentiality of HIV-infected students and staff	0	0																								
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HIV SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																		
10. The percentage of schools that implement HIV, other STD, and pregnancy prevention strategies that meet the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth by doing all of the following: <ul style="list-style-type: none">▪ Providing curricula or supplementary materials that include HIV, other STD, or pregnancy prevention information that is relevant to LGBTQ youth (e.g., curricula or materials that use inclusive language or terminology).▪ Identifying “safe spaces” such as a counselor’s office, designated classroom, or student organization where LGBTQ youth can receive support from administrators, teachers, or other school staff.▪ Prohibiting harassment based on a student’s perceived or actual sexual orientation or gender identity.▪ Facilitating access to providers not on school property who have experience providing health services, including HIV/STD testing and counseling, to LGBTQ youth.▪ Facilitating access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth.▪ Encouraging staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity.	<p>If all Principal Q9a-e AND Teacher Q13=yes, then HIV SLIM 10=yes.</p> <p>P9. Does your school engage in each of the following practices related to lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth? (Mark yes or no for each practice.)</p> <table><tr><th>Practice</th><th>Yes</th><th>No</th></tr><tr><td>a. Identify “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where LGBTQ youth can receive support from administrators, teachers, or other school staff</td><td>0</td><td>0</td></tr><tr><td>b. Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity</td><td>0</td><td>0</td></tr><tr><td>c. Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity</td><td>0</td><td>0</td></tr><tr><td>d. Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth</td><td>0</td><td>0</td></tr><tr><td>e. Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth</td><td>0</td><td>0</td></tr></table> <p>T13. Does your school provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender, and questioning youth (e.g., curricula or materials that use inclusive language or terminology)? (Mark one response.)</p> <p>a. Yes</p> <p>b. No</p>	Practice	Yes	No	a. Identify “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where LGBTQ youth can receive support from administrators, teachers, or other school staff	0	0	b. Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity	0	0	c. Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity	0	0	d. Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth	0	0	e. Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	0	0
Practice	Yes	No																	
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CSH SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																																													
1. The percentage of schools that have a designated individual (e.g., faculty member or administrative personnel) responsible for coordinating school health and safety <u>programs and activities</u> .	If Principal Q4=yes, then CSH SLIM 1=yes. P4. Currently, does someone at your school oversee or coordinate school health and safety programs and activities? (Mark one response.) a. Yes b. No																																													
2 (2008 version). The percentage of schools that have a group (e.g., school health team) that helps plan and implement school health programs, with representation from 10 or more of the following: <ul style="list-style-type: none">School administration.Health education teachers.Physical education teachers.Mental health or social services staff.Nutrition or food service staff.Health services staff (e.g., school nurse).Maintenance and transportation staff.Student body.Parents or families of students.Community.Local health departments, agencies, or organizations.Faith-based organizations.Businesses.Local government.	If Principal Q5=yes AND if at least 10 of Principal Q6a-g and j-p=yes, then CSH SLIM 2=yes. P5. Is there one or more than one group (e.g., a school health council, committee, or team) at your school that offers guidance on the development of policies or coordinates activities on health topics? (Mark one response.) a. Yes b. No → Skip to Question 7 P6. Are each of the following groups represented on any school health council, committee, or team? (Mark yes or no for each group.) <table><thead><tr><th>Group</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>a. School administrators</td><td>0</td><td>0</td></tr><tr><td>b. Health education teachers</td><td>0</td><td>0</td></tr><tr><td>c. Physical education teachers</td><td>0</td><td>0</td></tr><tr><td>d. Mental health or social services staff</td><td>0</td><td>0</td></tr><tr><td>e. Nutrition or food service staff</td><td>0</td><td>0</td></tr><tr><td>f. Health services staff (e.g., school nurse)</td><td>0</td><td>0</td></tr><tr><td>g. Maintenance and transportation staff</td><td>0</td><td>0</td></tr><tr><td>j. Student body</td><td>0</td><td>0</td></tr><tr><td>k. Parents or families of students</td><td>0</td><td>0</td></tr><tr><td>l. Community members</td><td>0</td><td>0</td></tr><tr><td>m. Local health departments, agencies, or organizations</td><td>0</td><td>0</td></tr><tr><td>n. Faith-based organizations</td><td>0</td><td>0</td></tr><tr><td>o. Businesses</td><td>0</td><td>0</td></tr><tr><td>p. Local government agencies</td><td>0</td><td>0</td></tr></tbody></table>	Group	Yes	No	a. School administrators	0	0	b. Health education teachers	0	0	c. Physical education teachers	0	0	d. Mental health or social services staff	0	0	e. Nutrition or food service staff	0	0	f. Health services staff (e.g., school nurse)	0	0	g. Maintenance and transportation staff	0	0	j. Student body	0	0	k. Parents or families of students	0	0	l. Community members	0	0	m. Local health departments, agencies, or organizations	0	0	n. Faith-based organizations	0	0	o. Businesses	0	0	p. Local government agencies	0	0
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4 (2008 version). The percentage of schools in which students' family or community members have helped develop, communicate information about, or implement <u>policies</u> and <u>programs</u> on any of the following health issues: <ul style="list-style-type: none">Tobacco-use prevention.Physical activity.Nutrition and healthy eating.	<p>If any of Principal Q48b-d=yes OR if any of Principal Q49b-d=yes, then CSH SLIM 4=yes.</p> <p>P48. During the past two years, have students' families helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>b. Tobacco-use prevention</td><td>0</td><td>0</td></tr><tr><td>c. Physical activity</td><td>0</td><td>0</td></tr><tr><td>d. Nutrition and healthy eating</td><td>0</td><td>0</td></tr></table> <p>P49. During the past two years, have community members helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>b. Tobacco-use prevention</td><td>0</td><td>0</td></tr><tr><td>c. Physical activity</td><td>0</td><td>0</td></tr><tr><td>d. Nutrition and healthy eating</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	b. Tobacco-use prevention	0	0	c. Physical activity	0	0	d. Nutrition and healthy eating	0	0	Topic	Yes	No	b. Tobacco-use prevention	0	0	c. Physical activity	0	0	d. Nutrition and healthy eating	0	0
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5. The percentage of schools in which all teachers who teach health education have teacher certification, licensure, or endorsement in health education.	<p>If Principal Q12=yes, then CSH SLIM 5=yes.</p> <p>P12. Are all staff who teach health education topics at your school certified, licensed, or endorsed by the state in health education? (Mark one response.)</p> <p>a. Yes</p> <p>b. No</p> <p>c. Not applicable (i.e., state does not offer certification, licensure, or endorsement in health education)</p>																								
6. The percentage of schools in which those who teach health education are provided with all of the following: <ul style="list-style-type: none">Goals, objectives, and expected outcomes for health education.A written health education curriculum.A chart describing the annual scope and sequence of instruction for health education.Plans for how to assess student performance in health education.	<p>If all Teacher Q4a-d=yes, then CSH SLIM 6=yes.</p> <p>T4. Are those who teach health education at your school provided with each of the following materials? (Mark yes or no for each material.)</p> <table><tr><th>Material</th><th>Yes</th><th>No</th></tr><tr><td>a. Goals, objectives, and expected outcomes for health education</td><td>0</td><td>0</td></tr><tr><td>b. A chart describing the annual scope and sequence of instruction for health education</td><td>0</td><td>0</td></tr><tr><td>c. Plans for how to assess student performance in health education</td><td>0</td><td>0</td></tr><tr><td>d. A written health education curriculum</td><td>0</td><td>0</td></tr></table>	Material	Yes	No	a. Goals, objectives, and expected outcomes for health education	0	0	b. A chart describing the annual scope and sequence of instruction for health education	0	0	c. Plans for how to assess student performance in health education	0	0	d. A written health education curriculum	0	0									
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7. The percentage of schools that follow a written health education curriculum that addresses all the following: <ul style="list-style-type: none">▪ Comprehending concepts related to health promotion and disease prevention to enhance health.▪ Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors.▪ Accessing valid information and products and services to enhance health.▪ Using interpersonal communication skills to enhance health and avoid or reduce health risks.▪ Using decision-making skills to enhance health.▪ Using goal setting skills to enhance health.▪ Practicing health-enhancing behaviors to avoid or reduce risks.▪ Advocating for personal, family, and community health.	<p>If Teacher Q4d=yes AND all Teacher Q5a-h=yes, then CSH SLIM 7=yes.</p> <p>T4. Are those who <u>teach health education</u> at your school provided with each of the following materials? (Mark yes or no for each material.)</p> <table><tr><th>Material</th><th>Yes</th><th>No</th></tr><tr><td>d. A written health education curriculum</td><td>0</td><td>0</td></tr></table> <p>T5. Does your <u>health education curriculum</u> address each of the following? (Mark yes or no for each skill; or mark NA for each skill if your school does not have a health education curriculum.)</p> <table><tr><th>Skill</th><th>Yes</th><th>No</th><th>NA</th></tr><tr><td>a. Comprehending concepts related to health promotion and disease prevention to enhance health</td><td>0</td><td>0</td><td>0</td></tr><tr><td>b. Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors</td><td>0</td><td>0</td><td>0</td></tr><tr><td>c. Accessing valid information and products and services to enhance health</td><td>0</td><td>0</td><td>0</td></tr><tr><td>d. Using interpersonal communication skills to enhance health and avoid or reduce health risks</td><td>0</td><td>0</td><td>0</td></tr><tr><td>e. Using decision-making skills to enhance health</td><td>0</td><td>0</td><td>0</td></tr><tr><td>f. Using goal-setting skills to enhance health</td><td>0</td><td>0</td><td>0</td></tr><tr><td>g. Practicing health-enhancing behaviors to avoid or reduce risks</td><td>0</td><td>0</td><td>0</td></tr><tr><td>h. Advocating for personal, family, and community health</td><td>0</td><td>0</td><td>0</td></tr></table>	Material	Yes	No	d. A written health education curriculum	0	0	Skill	Yes	No	NA	a. Comprehending concepts related to health promotion and disease prevention to enhance health	0	0	0	b. Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors	0	0	0	c. Accessing valid information and products and services to enhance health	0	0	0	d. Using interpersonal communication skills to enhance health and avoid or reduce health risks	0	0	0	e. Using decision-making skills to enhance health	0	0	0	f. Using goal-setting skills to enhance health	0	0	0	g. Practicing health-enhancing behaviors to avoid or reduce risks	0	0	0	h. Advocating for personal, family, and community health	0	0	0
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9. The percentage of schools that have a written school improvement plan that includes health-related goals and objectives on any of the following topics: <ul style="list-style-type: none">Health education.Physical education and physical activity.Nutrition services and foods and beverages available at school.Health services.Mental health and social services.Healthy and safe school environment.Family and community involvement.Faculty and staff health promotion.	If any of Principal Q2a-h=yes, then CSH SLIM 9=yes. P2. The Elementary and Secondary Education Act requires certain schools to have a written School Improvement Plan (SIP). Many states and school districts also require schools to have a written SIP. Does your school's written SIP include health-related goals and objectives on any of the following topics? (Mark yes or no for each topic, or if your school does not have a SIP, mark "no SIP.") <table><tr><th>Topic</th><th>Yes</th><th>No</th><th>No SIP</th></tr><tr><td>a. Health education</td><td>0</td><td>0</td><td>0</td></tr><tr><td>b. Physical education and physical activity</td><td>0</td><td>0</td><td>0</td></tr><tr><td>c. Nutrition services and foods and beverages available at school</td><td>0</td><td>0</td><td>0</td></tr><tr><td>d. Health services</td><td>0</td><td>0</td><td>0</td></tr><tr><td>e. Mental health and social services</td><td>0</td><td>0</td><td>0</td></tr><tr><td>f. Healthy and safe school environment</td><td>0</td><td>0</td><td>0</td></tr><tr><td>g. Family and community involvement</td><td>0</td><td>0</td><td>0</td></tr><tr><td>h. Faculty and staff health promotion</td><td>0</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	No SIP	a. Health education	0	0	0	b. Physical education and physical activity	0	0	0	c. Nutrition services and foods and beverages available at school	0	0	0	d. Health services	0	0	0	e. Mental health and social services	0	0	0	f. Healthy and safe school environment	0	0	0	g. Family and community involvement	0	0	0	h. Faculty and staff health promotion	0	0	0
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CSH-Physical Education and Physical Activity SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																								
2. The percentage of schools in which at least one physical education teacher or specialist received <u>professional development</u> on physical education during the past two years.	<p>If Principal Q16=yes, then PE SLIM 2=yes.</p> <p>P16. During the past two years, did any physical education teachers or specialists at your school receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on physical education? (Mark one response.)</p> <p>a. Yes b. No</p>																								
3. The percentage of schools in which those who teach physical education are provided with all of the following: <ul style="list-style-type: none">Goals, objectives, and expected outcomes for physical education.A written physical education curriculum.A chart describing the annual scope and sequence of instruction for physical education.Plans for how to assess student performance in physical education.	<p>If all Principal Q17a-d=yes, then PE SLIM 3=yes.</p> <p>P17. Are those who teach physical education at your school provided with the following materials? (Mark yes or no for each material.)</p> <table><thead><tr><th>Material</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>a. Goals, objectives, and expected outcomes for physical education</td><td>0</td><td>0</td></tr><tr><td>b. A chart describing the annual scope and sequence of instruction for physical education</td><td>0</td><td>0</td></tr><tr><td>c. Plans for how to assess student performance in physical education</td><td>0</td><td>0</td></tr><tr><td>d. A written physical education curriculum</td><td>0</td><td>0</td></tr></tbody></table>	Material	Yes	No	a. Goals, objectives, and expected outcomes for physical education	0	0	b. A chart describing the annual scope and sequence of instruction for physical education	0	0	c. Plans for how to assess student performance in physical education	0	0	d. A written physical education curriculum	0	0									
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4. The percentage of schools that do not allow exemptions from required physical education for participation in other activities (e.g., interscholastic sports, band, chorus, other academic classes).	<p>If all Principal Q15a, b, c, d, h, i, and j=no, then PE SLIM 4=yes</p> <p>P15. Can students be exempted from taking required physical education for one grading period or longer for any of the following reasons? (Mark yes or no for each reason.)</p> <table><thead><tr><th>Reason</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>a. Enrollment in other courses (i.e., math or science)</td><td>0</td><td>0</td></tr><tr><td>b. Participation in school sports</td><td>0</td><td>0</td></tr><tr><td>c. Participation in other school activities (i.e., ROTC, band, or chorus)</td><td>0</td><td>0</td></tr><tr><td>d. Participation in community sports activities</td><td>0</td><td>0</td></tr><tr><td>h. High physical fitness competency test score</td><td>0</td><td>0</td></tr><tr><td>i. Participation in vocational training</td><td>0</td><td>0</td></tr><tr><td>j. Participation in community service activities</td><td>0</td><td>0</td></tr></tbody></table>	Reason	Yes	No	a. Enrollment in other courses (i.e., math or science)	0	0	b. Participation in school sports	0	0	c. Participation in other school activities (i.e., ROTC, band, or chorus)	0	0	d. Participation in community sports activities	0	0	h. High physical fitness competency test score	0	0	i. Participation in vocational training	0	0	j. Participation in community service activities	0	0
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CSH-Physical Education and Physical Activity SLIMs

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5. The percentage of schools that offer intramural activities or physical activity clubs for all students, including those with disabilities.	<p>If Principal Q18=yes, then PE SLIM 5=yes.</p> <p>P18. Does this school offer opportunities for all students to participate in intramural activities or physical activity clubs? (Intramural activities or physical activity clubs are any physical activities programs that are voluntary for students, in which students are given an equal opportunity to participate regardless of physical ability.) (Mark one response.)</p> <p>a. Yes b. No</p>																																							
6. The percentage of schools that teach about all of the following in a required course:	<p>If all Teacher Q11a-l=yes, then PE SLIM 6=yes.</p> <p>T11. During this school year, did teachers in your school teach each of the following physical activity topics in a required course for students in any of grades 6 through 12? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>a. Physical, psychological, or social benefits of physical activity</td><td>0</td><td>0</td></tr><tr><td>b. Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)</td><td>0</td><td>0</td></tr><tr><td>c. Phases of a workout (i.e., warm-up, workout, cool down)</td><td>0</td><td>0</td></tr><tr><td>d. How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)</td><td>0</td><td>0</td></tr><tr><td>e. Developing an individualized physical activity plan</td><td>0</td><td>0</td></tr><tr><td>f. Monitoring progress toward reaching goals in an individualized physical activity plan</td><td>0</td><td>0</td></tr><tr><td>g. Overcoming barriers to physical activity</td><td>0</td><td>0</td></tr><tr><td>h. Decreasing sedentary activities (e.g., television viewing)</td><td>0</td><td>0</td></tr><tr><td>i. Opportunities for physical activity in the community</td><td>0</td><td>0</td></tr><tr><td>j. Preventing injury during physical activity</td><td>0</td><td>0</td></tr><tr><td>k. Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)</td><td>0</td><td>0</td></tr><tr><td>l. Dangers of using performance-enhancing drugs (e.g., steroids)</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	a. Physical, psychological, or social benefits of physical activity	0	0	b. Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)	0	0	c. Phases of a workout (i.e., warm-up, workout, cool down)	0	0	d. How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)	0	0	e. Developing an individualized physical activity plan	0	0	f. Monitoring progress toward reaching goals in an individualized physical activity plan	0	0	g. Overcoming barriers to physical activity	0	0	h. Decreasing sedentary activities (e.g., television viewing)	0	0	i. Opportunities for physical activity in the community	0	0	j. Preventing injury during physical activity	0	0	k. Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)	0	0	l. Dangers of using performance-enhancing drugs (e.g., steroids)	0	0
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7. The percentage of schools that allow the use of their indoor physical activity or athletic facilities for community-sponsored classes or lessons outside of school hours or when school is not in session.	<p>If P19=yes, then PE SLIM 7=yes.</p> <p>P19. Outside of school hours or when school is not in session, do children or adolescents use any of your school’s indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons? (Mark one response.)</p> <p>a. Yes b. No</p>																																							

CSH-Nutrition SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																					
1 (2008 version). The percentage of schools that do not sell the following foods and beverages anywhere at school <u>outside the school food service program</u> : <ul style="list-style-type: none">Baked goods that are not low in fat (e.g., cookies, crackers, cakes, pastries).Salty snacks that are not low in fat (e.g., regular potato chips).Candy (i.e., chocolate or non-chocolate candy).Soda pop or fruit drinks that are not 100% juice.	If Principal Q34=no OR all Principal Q35a,b,c,d, and h=no then NUT SLIM 1=yes. P34. Can students purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar? (Mark one response.) a. Yes b. No P35. Can students purchase each of the following snack foods or beverages from vending machines or at the school store, canteen, or snack bar? (Mark yes or no for each food or beverage.) <table><tr><th>Food or beverage</th><th>Yes</th><th>No</th></tr><tr><td>a. Chocolate candy</td><td>0</td><td>0</td></tr><tr><td>b. Other kinds of candy</td><td>0</td><td>0</td></tr><tr><td>c. Salty snacks that are not low in fat (e.g., regular potato chips)</td><td>0</td><td>0</td></tr><tr><td>d. Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat</td><td>0</td><td>0</td></tr><tr><td>h. Soda pop or fruit drinks that are not 100% juice</td><td>0</td><td>0</td></tr></table>	Food or beverage	Yes	No	a. Chocolate candy	0	0	b. Other kinds of candy	0	0	c. Salty snacks that are not low in fat (e.g., regular potato chips)	0	0	d. Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	0	0	h. Soda pop or fruit drinks that are not 100% juice	0	0			
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CSH-Nutrition SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																		
2. The percentage of schools that always offer fruits or non-fried vegetables in vending machines, school stores, and during celebrations when foods and beverages are offered.	<p>If Principal Q33=e AND (Principal Q35k OR Principal Q35l=yes), then NUT SLIM 2=yes. If Principal Q34=no, then NUT SLIM 2=no.</p> <p>P33. When foods or beverages are offered at school celebrations, how often are fruits or non-fried vegetables offered? (Mark one response.)</p> <p>a. Foods or beverages are not offered at school celebrations b. Never c. Rarely d. Sometimes e. Always or almost always</p> <p>34. Can students purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar? (Mark one response.)</p> <p>a. Yes b. No</p> <p>P35. Can students purchase each of the following snack foods or beverages from vending machines or at the school store, canteen, or snack bar? (Mark yes or no for each food or beverage.)</p> <table><tr><th>Food or beverage</th><th>Yes</th><th>No</th></tr><tr><td>k. Fruits (not fruit juice)</td><td>0</td><td>0</td></tr><tr><td>l. Non-fried vegetables (not vegetable juice)</td><td>0</td><td>0</td></tr></table>	Food or beverage	Yes	No	k. Fruits (not fruit juice)	0	0	l. Non-fried vegetables (not vegetable juice)	0	0									
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3. The percentage of schools that use at least three of the following strategies anywhere in the school to promote healthy eating:	<p>If at least 3 of Principal Q37a-e=yes, then NUT SLIM 3=yes.</p> <p>P37. During this school year, has your school done any of the following? (Mark yes or no for each.)</p> <table><tr><th></th><th>Yes</th><th>No</th></tr><tr><td>a. Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages</td><td>0</td><td>0</td></tr><tr><td>b. Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating</td><td>0</td><td>0</td></tr><tr><td>c. Provided information to students or families on the nutrition and caloric content of foods available</td><td>0</td><td>0</td></tr><tr><td>d. Conducted taste tests to determine food preferences for nutritious items</td><td>0</td><td>0</td></tr><tr><td>e. Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics</td><td>0</td><td>0</td></tr></table>		Yes	No	a. Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages	0	0	b. Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating	0	0	c. Provided information to students or families on the nutrition and caloric content of foods available	0	0	d. Conducted taste tests to determine food preferences for nutritious items	0	0	e. Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics	0	0
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CSH-Nutrition SLIMs

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4. The percentage of schools in which the lead health education teacher received <u>professional development</u> on nutrition education and dietary behavior during the past two years.	If Teacher Q16h=yes, then NUT SLIM 4=yes. T16. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following <u>topics</u>? (Mark yes or no for each topic.) <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>h. Nutrition and dietary behavior</td><td>0</td><td>0</td></tr></table>			Topic	Yes	No	h. Nutrition and dietary behavior	0	0																																							
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CSH-Nutrition SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number															
6. The percentage of schools that prohibit all forms of advertising and promotion (e.g., contests and coupons) of <u>less nutritious foods and beverages</u> on school property.	<p>If Principal Q38=no AND all Principal Q39a-d=yes, then NUT SLIM 6=yes.</p> <p>P38. At your school, are candy, meals from fast food restaurants, or soft drinks promoted through the distribution of products, such as t-shirts, hats, and book covers to students? (Mark one response.)</p> <p>a. Yes</p> <p>b. No</p> <p>P39. Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in each of the following locations? (Mark yes or no for each location.)</p> <table><tr><th>Location</th><th>Yes</th><th>No</th></tr><tr><td>a. In the school building</td><td>0</td><td>0</td></tr><tr><td>b. On school grounds including on the outside of the school building, on playing fields, or other areas of the campus</td><td>0</td><td>0</td></tr><tr><td>c. On school buses or other vehicles used to transport students</td><td>0</td><td>0</td></tr><tr><td>d. In school publications (e.g., newsletters, newspapers, web sites, or other school publications)</td><td>0</td><td>0</td></tr></table>	Location	Yes	No	a. In the school building	0	0	b. On school grounds including on the outside of the school building, on playing fields, or other areas of the campus	0	0	c. On school buses or other vehicles used to transport students	0	0	d. In school publications (e.g., newsletters, newspapers, web sites, or other school publications)	0	0
Location	Yes	No														
a. In the school building	0	0														
b. On school grounds including on the outside of the school building, on playing fields, or other areas of the campus	0	0														
c. On school buses or other vehicles used to transport students	0	0														
d. In school publications (e.g., newsletters, newspapers, web sites, or other school publications)	0	0														

CSH-Tobacco SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																																																																																																													
<p>1. The percentage of schools that follow a policy that mandates a “tobacco-free environment.” A “tobacco-free environment” is one that prohibits tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on-school grounds, and at off-site school events, applicable 24 hours a day and seven days a week.</p>	<p>If all Principal Q21a-d (all parts), Q22a-b (all parts), and Q23a-d (all parts)=yes, then TOB SLIM 1=yes.</p> <p>P21. Does the tobacco-use prevention policy specifically prohibit use of each type of tobacco for each of the following groups during any school-related activity? (Mark yes or no for <u>each type of tobacco</u> for <u>each group</u>.)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Type of tobacco</th><th colspan="2" style="text-align: center;"><u>Students</u></th><th colspan="2" style="text-align: center;"><u>Faculty/Staff</u></th><th colspan="2" style="text-align: center;"><u>Visitors</u></th></tr> <tr> <th style="text-align: center;">Yes</th><th style="text-align: center;">No</th><th style="text-align: center;">Yes</th><th style="text-align: center;">No</th><th style="text-align: center;">Yes</th><th style="text-align: center;">No</th></tr> </thead> <tbody> <tr> <td>a. Cigarettes</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>b. Smokeless tobacco (i.e., chewing tobacco, snuff, or dip)</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>c. Cigars</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>d. Pipes</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> </tbody> </table> <p>P22. Does the tobacco-use prevention policy specifically prohibit tobacco use during each of the following times for each of the following groups? (Mark yes or no for <u>each time</u> for <u>each group</u>.)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Time</th><th colspan="2" style="text-align: center;"><u>Students</u></th><th colspan="2" style="text-align: center;"><u>Faculty/Staff</u></th><th colspan="2" style="text-align: center;"><u>Visitors</u></th></tr> <tr> <th style="text-align: center;">Yes</th><th style="text-align: center;">No</th><th style="text-align: center;">Yes</th><th style="text-align: center;">No</th><th style="text-align: center;">Yes</th><th style="text-align: center;">No</th></tr> </thead> <tbody> <tr> <td>a. During school hours</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>b. During non-school hours</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> </tbody> </table> <p>P23. Does the tobacco-use prevention policy specifically prohibit tobacco use in each of the following locations for each of the following groups? (Mark yes or no for <u>each location</u> for <u>each group</u>.)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Location</th><th colspan="2" style="text-align: center;"><u>Students</u></th><th colspan="2" style="text-align: center;"><u>Faculty/Staff</u></th><th colspan="2" style="text-align: center;"><u>Visitors</u></th></tr> <tr> <th style="text-align: center;">Yes</th><th style="text-align: center;">No</th><th style="text-align: center;">Yes</th><th style="text-align: center;">No</th><th style="text-align: center;">Yes</th><th style="text-align: center;">No</th></tr> </thead> <tbody> <tr> <td>a. In school buildings</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>b. Outside on school grounds, including parking lots and playing fields</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>c. On school buses or other vehicles used to transport students</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr> <td>d. At off-campus, school-sponsored events</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> </tbody> </table>	Type of tobacco	<u>Students</u>		<u>Faculty/Staff</u>		<u>Visitors</u>		Yes	No	Yes	No	Yes	No	a. Cigarettes	0	0	0	0	0	0	b. Smokeless tobacco (i.e., chewing tobacco, snuff, or dip)	0	0	0	0	0	0	c. Cigars	0	0	0	0	0	0	d. Pipes	0	0	0	0	0	0	Time	<u>Students</u>		<u>Faculty/Staff</u>		<u>Visitors</u>		Yes	No	Yes	No	Yes	No	a. During school hours	0	0	0	0	0	0	b. During non-school hours	0	0	0	0	0	0	Location	<u>Students</u>		<u>Faculty/Staff</u>		<u>Visitors</u>		Yes	No	Yes	No	Yes	No	a. In school buildings	0	0	0	0	0	0	b. Outside on school grounds, including parking lots and playing fields	0	0	0	0	0	0	c. On school buses or other vehicles used to transport students	0	0	0	0	0	0	d. 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CSH-Tobacco SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																															
2. The percentage of schools that implement a tobacco-use prevention <u>policy</u> in all of the following ways: <ul style="list-style-type: none">▪ Provide visible signage.▪ Communicate the policy to students, staff, and visitors.▪ Designate an individual responsible for enforcement.▪ Have a process in place for addressing violations.▪ Use remedial rather than punitive sanctions for violators.▪ Tailor consequences to the severity and frequency of the violation.▪ Communicate student violations to their parents and families.	<p>If all Principal Q24a-c AND Q25=yes, AND if Q26 = b, c, d, or e, AND (if Q27b= yes OR Q27d=yes), AND if Q28a=always, AND (if Q28b=always OR Q28d= always OR Q28e=always), AND if Q29=yes, then TOB SLIM 2=yes.</p> <p>P24. Does your school have procedures to inform each of the following groups about the tobacco-use prevention policy that <u>prohibits their use</u> of tobacco? (Mark yes, no, or not applicable for each group.)</p> <table><tr><th>Group</th><th>Yes</th><th>No</th><th>Not Applicable</th></tr><tr><td>a. Students</td><td>0</td><td>0</td><td>0</td></tr><tr><td>b. Faculty and staff</td><td>0</td><td>0</td><td>0</td></tr><tr><td>c. Visitors</td><td>0</td><td>0</td><td>0</td></tr></table> <p>P25. Does your school's tobacco-use prevention policy include guidelines on what actions the school should take when <u>students</u> are caught smoking cigarettes? (Mark one response.)</p> <p>a. Yes b. No</p> <p>P26. At your school, who is responsible for enforcing your tobacco-use prevention policy? (Mark one response.)</p> <p>a. No single individual is responsible b. Principal c. Assistant principal d. Other school administrator e. Other school faculty or staff member</p> <p>P27. Do each of the following criteria help determine what actions your school takes when students are caught smoking cigarettes? (Mark yes or no for each criterion.)</p> <table><tr><th>Criterion</th><th>Yes</th><th>No</th></tr><tr><td>a. Zero tolerance</td><td>0</td><td>0</td></tr><tr><td>b. Effect or severity of the violation</td><td>0</td><td>0</td></tr><tr><td>c. Grade level of student</td><td>0</td><td>0</td></tr><tr><td>d. Repeat offender status</td><td>0</td><td>0</td></tr></table>	Group	Yes	No	Not Applicable	a. Students	0	0	0	b. Faculty and staff	0	0	0	c. Visitors	0	0	0	Criterion	Yes	No	a. Zero tolerance	0	0	b. Effect or severity of the violation	0	0	c. Grade level of student	0	0	d. Repeat offender status	0	0
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CSH-Tobacco SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																													
2. (continued)	<p>P28. When <u>students</u> are caught smoking cigarettes, how often are each of the following actions taken? (Mark one response for each action.)</p> <table><thead><tr><th>Action</th><th>Never</th><th>Rarely</th><th>Sometimes</th><th>Always or almost Always</th></tr></thead><tbody><tr><td>a. Parents or guardians are notified</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>b. Referred to a school counselor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>d. Encouraged, but not required, to participate in an assistance, education, or cessation program</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>e. Required to participate in an assistance, education, or cessation program</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></tbody></table> <p>P29. Does your school post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed? (Mark one response.)</p> <p>a. Yes</p> <p>b. No</p>					Action	Never	Rarely	Sometimes	Always or almost Always	a. Parents or guardians are notified	0	0	0	0	b. Referred to a school counselor	0	0	0	0	d. Encouraged, but not required, to participate in an assistance, education, or cessation program	0	0	0	0	e. Required to participate in an assistance, education, or cessation program	0	0	0	0
Action	Never	Rarely	Sometimes	Always or almost Always																										
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CSH-Tobacco SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																																																
<p>3. The percentage of schools that teach about all of the following in a required course:</p> <ul style="list-style-type: none">▪ Identifying tobacco products and the harmful substances they contain.▪ Identifying short and long-term health consequences of tobacco use.▪ Identifying legal, social, economic, and cosmetic consequences of tobacco use.▪ Understanding the addictive nature of nicotine.▪ Effects of tobacco use on athletic performance.▪ Effects of second-hand smoke and benefits of a smoke-free environment.▪ Understanding the social influences on tobacco use, including media, family, peers, and culture.▪ Identifying reasons why students do and do not use tobacco.▪ Making accurate assessments of how many peers use tobacco.▪ Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness).▪ Using goal-setting and decision-making skills related to not using tobacco.▪ Finding valid information and services related to tobacco-use prevention and cessation.▪ Supporting others who abstain from or want to quit using tobacco.▪ Supporting school and community action to support a tobacco-free environment.▪ Identifying harmful effects of tobacco use on fetal development.	<p>If all Teacher Q8a-o=yes, then TOB SLIM 3=yes.</p> <p>T8. During this school year, did teachers in your school teach each of the following <u>tobacco-use prevention topics</u> in a <u>required course</u> for students in any of grades 6 through 12? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>a. Identifying tobacco products and the harmful substances they contain</td><td>0</td><td>0</td></tr><tr><td>b. Identifying short and long-term health consequences of tobacco use</td><td>0</td><td>0</td></tr><tr><td>c. Identifying legal, social, economic, and cosmetic consequences of tobacco use</td><td>0</td><td>0</td></tr><tr><td>d. Understanding the addictive nature of nicotine</td><td>0</td><td>0</td></tr><tr><td>e. Effects of tobacco use on athletic performance</td><td>0</td><td>0</td></tr><tr><td>f. Effects of second-hand smoke and benefits of a smoke-free environment</td><td>0</td><td>0</td></tr><tr><td>g. Understanding the social influences on tobacco use, including media, family, peers, and culture</td><td>0</td><td>0</td></tr><tr><td>h. Identifying reasons why students do and do not use tobacco</td><td>0</td><td>0</td></tr><tr><td>i. Making accurate assessments of how many peers use tobacco</td><td>0</td><td>0</td></tr><tr><td>j. Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)</td><td>0</td><td>0</td></tr><tr><td>k. Using goal-setting and decision-making skills related to not using tobacco</td><td>0</td><td>0</td></tr><tr><td>l. Finding valid information and services related to tobacco-use prevention and cessation</td><td>0</td><td>0</td></tr><tr><td>m. Supporting others who abstain from or want to quit using tobacco</td><td>0</td><td>0</td></tr><tr><td>n. Supporting school and community action to support a tobacco-free environment</td><td>0</td><td>0</td></tr><tr><td>o. Identifying harmful effects of tobacco use on fetal development</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	a. Identifying tobacco products and the harmful substances they contain	0	0	b. Identifying short and long-term health consequences of tobacco use	0	0	c. Identifying legal, social, economic, and cosmetic consequences of tobacco use	0	0	d. Understanding the addictive nature of nicotine	0	0	e. Effects of tobacco use on athletic performance	0	0	f. Effects of second-hand smoke and benefits of a smoke-free environment	0	0	g. Understanding the social influences on tobacco use, including media, family, peers, and culture	0	0	h. Identifying reasons why students do and do not use tobacco	0	0	i. Making accurate assessments of how many peers use tobacco	0	0	j. Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)	0	0	k. Using goal-setting and decision-making skills related to not using tobacco	0	0	l. Finding valid information and services related to tobacco-use prevention and cessation	0	0	m. Supporting others who abstain from or want to quit using tobacco	0	0	n. Supporting school and community action to support a tobacco-free environment	0	0	o. Identifying harmful effects of tobacco use on fetal development	0	0
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<p>4. The percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts in the following ways:</p> <ul style="list-style-type: none">▪ Gathering and sharing information about mass-media messages or community-based tobacco-use prevention efforts with students and families.▪ Working with local agencies and organizations to plan and implement events or programs intended to reduce tobacco use.	<p>If Principal Q30a AND b=yes, then TOB SLIM 4=yes</p> <p>P30. During the past two years, has your school done each of the following activities? (Mark yes or no for each activity.)</p> <table><tr><th>Activity</th><th>Yes</th><th>No</th></tr><tr><td>a. Gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts</td><td>0</td><td>0</td></tr><tr><td>b. Worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use</td><td>0</td><td>0</td></tr></table>	Activity	Yes	No	a. Gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts	0	0	b. Worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use	0	0																																							
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CSH-Tobacco SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																								
5. The percentage of schools that provide tobacco-use cessation services to faculty, staff, and students through direct service at school or arrangements with providers not on school property.	<p>If (Principal Q31a=yes OR Q32a=yes) AND (Q31b=yes OR Q32b=yes), then TOB SLIM 5=yes</p> <p>P31. Does your school provide tobacco cessation services for each of the following groups? (Mark yes or no for each group.)</p> <table><tr><th colspan="2">Group</th><th>Yes</th><th>No</th></tr><tr><td>a.</td><td>Faculty and staff</td><td>0</td><td>0</td></tr><tr><td>b.</td><td>Students</td><td>0</td><td>0</td></tr></table> <p>P32. Does your school have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for each of the following groups? (Mark yes or no for each group.)</p> <table><tr><th colspan="2">Group</th><th>Yes</th><th>No</th></tr><tr><td>a.</td><td>Faculty and staff</td><td>0</td><td>0</td></tr><tr><td>b.</td><td>Students</td><td>0</td><td>0</td></tr></table>	Group		Yes	No	a.	Faculty and staff	0	0	b.	Students	0	0	Group		Yes	No	a.	Faculty and staff	0	0	b.	Students	0	0
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6. The percentage of schools in which the lead health education teacher received <u>professional development</u> on tobacco-use prevention education during the past two years.	<p>If Teacher Q16m=yes, then TOB SLIM 6=yes</p> <p>T16. During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th colspan="2">Topic</th><th>Yes</th><th>No</th></tr><tr><td>m.</td><td>Tobacco-use prevention</td><td>0</td><td>0</td></tr></table>	Topic		Yes	No	m.	Tobacco-use prevention	0	0																
Topic		Yes	No																						
m.	Tobacco-use prevention	0	0																						

Asthma SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number												
1. The percentage of schools that have ever assessed their asthma <u>policies</u> , activities, and <u>programs</u> by using the School Health Index or a similar self-assessment tool.	<p>If Principal Q1d=yes, then Asthma SLIM 1=yes</p> <p>P1. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in the following areas? (Mark yes or no for each area.)</p> <table><tr><th>Area</th><th>Yes</th><th>No</th></tr><tr><td>d. Asthma</td><td>0</td><td>0</td></tr></table>	Area	Yes	No	d. Asthma	0	0						
Area	Yes	No											
d. Asthma	0	0											
2 (2008 version). The percentage of schools in which students' family or community members have helped develop or implement <u>asthma management policies</u> and <u>programs</u> .	<p>If Principal Q48e=yes OR Q49e=yes, then Asthma SLIM 2=yes.</p> <p>P48. During the past two years, have students' families helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>e. Asthma</td><td>0</td><td>0</td></tr></table> <p>P49. During the past two years, have community members helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>e. Asthma</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	e. Asthma	0	0	Topic	Yes	No	e. Asthma	0	0
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2 (2010 version). The percentage of schools in which students' family and community members have helped develop or implement <u>asthma management policies</u> and <u>programs</u> .	<p>If Principal Q48e=yes AND Q49e=yes, then Asthma SLIM 2=yes.</p> <p>P48. During the past two years, have students' families helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>e. Asthma</td><td>0</td><td>0</td></tr></table> <p>P49. During the past two years, have community members helped develop or implement policies and programs related to each of the following topics? (Mark yes or no for each topic.)</p> <table><tr><th>Topic</th><th>Yes</th><th>No</th></tr><tr><td>e. Asthma</td><td>0</td><td>0</td></tr></table>	Topic	Yes	No	e. Asthma	0	0	Topic	Yes	No	e. Asthma	0	0
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Asthma SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number									
3. The percentage of schools that have on file an asthma action plan for all <u>students with known asthma</u> .	<p>If Principal Q41=b, then Asthma SLIM 3=yes.</p> <p>P41. At your school, how many <u>students with known asthma</u> have an asthma action plan on file? (Students with known asthma are those who are identified by the school to have a current diagnosis of asthma as reported on student emergency cards, medication records, health room visit information, emergency care plans, physical exam forms, parent notes, and other forms of health care clinician notification.) (Mark one response.)</p> <p>a. This school has no students with known asthma.</p> <p>b. All students with known asthma have an asthma action plan on file.</p> <p>c. Most students with known asthma have an asthma action plan on file.</p> <p>d. Some students with known asthma have an asthma action plan on file.</p> <p>e. No students with known asthma have an asthma action plan on file.</p>									
4. The percentage of schools that implement a <u>policy</u> permitting students to carry and self administer asthma medications in both of the following ways:	<p>If Principal Q45=yes AND Q46a and Q46b=yes, AND if Q47 = b, c, d, or e, then Asthma SLIM 4=yes.</p> <p>P45. Has your school adopted a policy stating that students are permitted to carry and self-administer asthma medications?</p> <p>a. Yes</p> <p>b. No ➔ Skip to Question 48</p> <p>P46. Does your school have procedures to inform each of the following groups about your school's policy permitting students to carry and self-administer asthma medication? (Mark yes or no for each group.)</p> <table><thead><tr><th>Groups</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>a. Students</td><td>0</td><td>0</td></tr><tr><td>b. Parents and families</td><td>0</td><td>0</td></tr></tbody></table> <p>P47. At your school, who is responsible for implementing your school's policy permitting students to carry and self-administer asthma medication? (Mark one response.)</p> <p>a. No single individual is responsible</p> <p>b. Principal</p> <p>c. Assistant principal</p> <p>d. School nurse</p> <p>e. Other school faculty or staff member</p>	Groups	Yes	No	a. Students	0	0	b. Parents and families	0	0
Groups	Yes	No								
a. Students	0	0								
b. Parents and families	0	0								

Asthma SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number
<p>5. The percentage of schools requiring that all school staff members receive training on recognizing and responding to severe asthma symptoms that require immediate action, as a part of annual staff development.</p>	<p>If Principal Q44=a OR b, then Asthma SLIM 5=yes.</p> <p>P44. How often are school staff members required to receive training on recognizing and responding to severe asthma symptoms? (Mark one response.)</p> <ul style="list-style-type: none"> a. More than once per year b. Once per year c. Less than once per year d. No such requirement
<p>6. The percentage of schools that have a <u>full-time</u> registered school nurse on-site during school hours.</p>	<p>If Principal Q40=yes, then Asthma SLIM 6=yes.</p> <p>P40. Is there a full-time registered nurse who provides health services to students at your school? (A full-time nurse means that a nurse is at the school during all school hours, 5 days per week.) (Mark one response.)</p> <ul style="list-style-type: none"> a. Yes b. No
<p>9. The percentage of schools that identify <u>students with poorly controlled asthma</u> by keeping track of them in at least three of the following ways:</p> <ul style="list-style-type: none"> ▪ Frequent absences from school. ▪ Frequent visits to the school health office due to asthma. ▪ Frequent asthma symptoms at school. ▪ Frequent non-participation in physical education class due to asthma. ▪ Students sent home early due to asthma. ▪ Calls from school to 911, or other local emergency numbers, due to asthma. 	<p>If at least 3 of Principal Q42b-g=yes, then Asthma SLIM 9=yes.</p> <p>P42. At your school, which of the following information is used to identify students with poorly controlled asthma? (Mark all that apply.)</p> <ul style="list-style-type: none"> b. Frequent absences from school c. Frequent visits to the school health office due to asthma d. Frequent asthma symptoms at school e. Frequent non-participation in physical education class due to asthma f. Students sent home early due to asthma g. Calls from school to 911, or other local emergency numbers, due to asthma

Asthma SLIMs

SLIM	Profiles 2010 Questionnaire and Question Number																														
<p>10. The percentage of schools that provide intensive case management for <u>students with poorly controlled asthma</u> at school. These intensive services should include all of the following:</p> <ul style="list-style-type: none">▪ Providing referrals to primary healthcare clinicians or child health insurance programs.▪ Ensuring an appropriate written asthma action plan is obtained.▪ Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school.▪ Offering asthma education for the student with asthma.▪ Minimizing asthma triggers in the school environment.▪ Addressing social and emotional issues related to asthma.▪ Providing additional psychosocial counseling or support services as needed.▪ Ensuring access to safe, enjoyable physical education and activity.▪ Ensuring access to preventive medications before physical activity.	<p>If all of Principal Q43a-i=yes, then Asthma SLIM 10=yes.</p> <p>P43. Does your school provide each of the following services for students with poorly controlled asthma? (Mark yes or no for each service.)</p> <table><thead><tr><th>Service</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>a. Providing referrals to primary health care clinicians or child health insurance programs</td><td>0</td><td>0</td></tr><tr><td>b. Ensuring an appropriate written asthma action plan is obtained</td><td>0</td><td>0</td></tr><tr><td>c. Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school</td><td>0</td><td>0</td></tr><tr><td>d. Offering asthma education for the student with asthma</td><td>0</td><td>0</td></tr><tr><td>e. Minimizing asthma triggers in the school environment</td><td>0</td><td>0</td></tr><tr><td>f. Addressing social and emotional issues related to asthma</td><td>0</td><td>0</td></tr><tr><td>g. Providing additional psychosocial counseling or support services as needed</td><td>0</td><td>0</td></tr><tr><td>h. Ensuring access to safe, enjoyable physical education and activity opportunities</td><td>0</td><td>0</td></tr><tr><td>i. Ensuring access to preventive medications before physical activity</td><td>0</td><td>0</td></tr></tbody></table>	Service	Yes	No	a. Providing referrals to primary health care clinicians or child health insurance programs	0	0	b. Ensuring an appropriate written asthma action plan is obtained	0	0	c. Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school	0	0	d. Offering asthma education for the student with asthma	0	0	e. Minimizing asthma triggers in the school environment	0	0	f. Addressing social and emotional issues related to asthma	0	0	g. Providing additional psychosocial counseling or support services as needed	0	0	h. Ensuring access to safe, enjoyable physical education and activity opportunities	0	0	i. Ensuring access to preventive medications before physical activity	0	0
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<p>11. The percentage of schools that provide parents and families of students with asthma information to increase their knowledge about <u>asthma management</u>.</p>	<p>If Teacher Q15e=yes, then Asthma SLIM 11=yes.</p> <p>T15. During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of each of the following topics? (Mark yes or no for each topic.)</p> <table><thead><tr><th>Topic</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>e. Asthma</td><td>0</td><td>0</td></tr></tbody></table>	Topic	Yes	No	e. Asthma	0	0																								
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